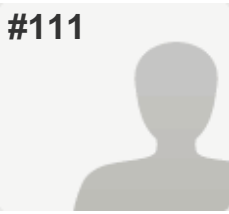


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**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, June 13, 2016 3:40:52 PM**Last Modified:** Monday, August 29, 2016 8:42:03 AM**Time Spent:** Over a month**IP Address:** 96.63.177.129

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Q1: Name of School District:	Sioux City Community School District
Q2: Name of Superintendent	Dr. Paul Gausman
Q3: Person Completing this Report	Dr. Kim Buryanek

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Q4: 1a.Local TLC Goal

Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

Retain effective teachers by providing enhanced career opportunities and competitive salaries

Q5: 1b. To what extent has this goalbeen met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

For the 2015-2016 school year, the minimum salary for SCCSD teachers was \$39,338, including TSS. SCCSD settled contract negotiations with teachers and teachers received a 3.5% settlement increase for the 2016-2017 school year.

There were 53 teacher positions filled for the 2015-2016 school year. The SCCSD salary appears to be attractive and competitive.

From 2008-2013, 86% of the new teachers hired remained in the District after the first year. From 2009-2014, 91% of the new teachers hired remained in the District after the first year. From 2010-2015, 92% of the new teachers hired remained in the District after the first year. From 2011-2016, 93% of the new teachers hired remained in the District after the first year.

From 2010-11 through 2015-16, there were 367 teachers hired and 86 or 23% resigned. Of the 86 teachers that left the District, there were 25 (29.1%) that left after their first year of teaching. There were 13 (15.1%) that left after their second year of teaching. There were 16 (18.6%) that left after their third year of teaching. There were 17 (19.8%) that left after their fourth year of teaching. There were 9 (10.5%) that left after their fifth year of teaching. There were 5 (5.8%) that left after their sixth year of teaching.

Q7: 2a.Local TLC Goal

Promote collaboration by developing and supporting opportunities for teachers in schools to learn from one another.

Q8: 2b. To what extent has this goalbeen met?

(no label)

Fully Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Random sampling of teachers was conducted in January to provide a peer review for teacher leaders. There were two questions on the survey regarding collaboration. The compiled results from the first question indicated that 93% of the teachers surveyed "Agreed" or "Strongly Agreed" that teacher leaders modeled best practices for collaborative learning teams. On the second survey question pertaining to collaboration, 88% of the teachers surveyed "Agreed" or "Strongly Agreed" that teacher leaders were actively involved in Professional Learning Communities at their school. On the same questions for the 2014-2015 school year, 87% of the teachers surveyed "Agreed" or "Strongly Agreed" that teacher leaders modeled best practices for collaborative learning teams and 85% of the teachers surveyed "Agreed" or "Strongly Agreed" that teacher leaders were actively involved in Professional Learning Communities at their school. A PLC Program Review was completed that contained recommendations for strengthening the PLCs in the District.

Q10: 3a. Local TLC Goal

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

Q11: 3b. To what extent has this goal been met?

(no label)

Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

There were 45 teacher leader positions during the 2015-2016 school year. Of the 45 teacher leaders, 38 or 84% returned to the positions. Of the teacher leaders that vacated the teacher leader positions:

- 1 moved to an administrative position (Director)
- 1 moved to a different teacher leader position
- 4 returned to classrooms
- 1 moved out of the District

The case can be made that the two teacher leaders that moved to different leadership positions within the District remain in the teacher leadership system and the one teacher leader that moved out of the District would have remained in the teacher leadership system. When viewing the movement of teacher leaders in that manner, the retention of teacher leaders increased to 91%.

There are 34 of the 45 teacher leaders that were hired with the initial implementation of the teacher leadership system that will remain in a teacher leader position for a 3rd year of implementation. That is 76% of the teacher leaders that will remain in a teacher leader position for a 3rd year.

Q13: 4a. Local TLC Goal

Improve student achievement for all students by strengthening instruction.

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

District achievement results on the Iowa Assessments overall were flat. However, the achievement gap between Native American students, African-American students and White students continues to decrease.

Teacher leaders were asked to self-identify teachers that they worked with closely during the 2015-2016 school year. The 45 teacher leaders identified 150 classroom teachers. Of the 150 classroom teachers identified, there were 18 elementary teachers and 17 secondary teachers that were chosen for analysis. A comparison was made between the teacher's 2014-2015 percent of students proficient on the Iowa Assessment in either reading or math and the teacher's 2015-2016 percent of students proficient on the Iowa Assessment in either reading or math.

The results of the comparison showed that there was an overall increase in percent proficient on the Iowa Assessments by almost 51 percentage points for the elementary teachers. There was an overall increase in percent proficient on the Iowa Assessments of 11.59 for the secondary teachers. When combining elementary and secondary results, there was an overall increase in the percent of students proficient on the Iowa Assessments of 62.57.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Implement quality professional development for all teachers by designing a plan that includes support for instructional leaders and provides appropriate necessary resources.

Q17: 5b. To what extent has this goal been met?

(no label)

Fully Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The focus, during the summer of 2014, of the training for the teacher leaders was “Unwrapping” the Standards, Data Analysis, and Formative Assessment. The focus of the training for teacher leaders during the 2015-2016 school year was Effective PLCs. Random sampling of teachers was conducted in January to provide a peer review for teacher leaders. Questions on the survey asked if teacher leaders had led professional development in the areas of Iowa Core Standards, Data Analysis, and Formative Assessment. The compiled results from the question asking about the Iowa Core Standards indicated that 88% of the teachers surveyed “Agreed” or “Strongly Agreed” that the teacher leaders had led the discussions in their building. The compiled results from a question indicated that 91% of the teachers surveyed “Agreed” or “Strongly Agreed” that teacher leaders had led data analysis in their building. Teachers surveyed indicated that 78% of the teacher leaders had helped them develop formative assessments.

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We will be analyzing the teacher leader roles and the number of teacher leaders to teacher ratio rather than number of teacher leaders to student ratio.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

The teacher leaders have had an active role in PLCs and the PLCs within the District are stronger. The teacher leaders are providing extra support to beginning teachers.

Evidence submitted by a consulting teacher: "In addition, you will find a snapshot of XXX's Level 2 ELL math class data. This is a teacher and course that I have worked extensively with her in: co-teaching, modeling best practices, coaching, and implementing SIOP strategies. (These are newcomer students who have been in the country <3 years).

A few highlights:

9/10, 90% made growth

Some with between 20-30 points growth from last year's assessment data

3/10 scored proficient (1 has only been in the country 1 academic year, 1 only 5 academic months)

To me, this data speaks of the impact my role is having, supporting teachers in meeting and being aware of the needs of our ELL students."

Commendation written for a teacher leader by a building principal: "Since the start of the school year you have been a tremendous support to our XXXX staff. You have modeled Board Math for every teacher who is new to implementation of this strategy. During the first few weeks of the school year it was very evident to me that many teachers had never done Board Math and some that had done it were still feeling uneasy. You were diligent about getting into every room and modeling and supporting the teacher. Your ability to form relationships with the teachers and gain their trust is invaluable. You are responsible for having to have been able to get every teacher on board with Board Math. I was in every classroom this week-I can count on just a few fingers those teachers that are not fully implementing Board Math. Even with those very few teachers- I can see progress. I feel confident by the end of the first quarter we will have every teacher doing Board Math every day with fidelity. I owe that success to you. This strategy being used with fidelity will result in high student achievement in the area of Math and Language. Please continue to share with me what I need to do to support you as the XXX Consulting Teacher. You are a valuable resource and XXX is a better place because you are here."

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.